

DIDACTIC UNIT – “MODERN MUSIC” 3rd Year of C.S.E.

I have planned this didactic unit as a revision unit of the past simple. Its purpose is to revise this tense as well as familiarize my students with some musical terms. At the same time, I'm dealing with interdisciplinarity as they will get in contact with social and musical aspects, as well as the use of the new technologies of information and communication. Finally, and in order to deal with the different levels of my students, I have prepared a bank of reinforcement and extension activities in the internet, in my delicious page. Besides, I have organized mixed ability groups so that all my students can participate in this task.

OBJECTIVES

- 1- To use vocabulary related to musical instruments, styles and telling a biography.
- 2- To read, understand and write a short biography using the internet.
- 3- To use appropriately the past simple.
- 4- To reflect on the importance of Anglo-Saxon music in our culture.

COMPETENCES

In this unit I will try to promote in my students the following: competence in linguistic communication, digital competence and information access, including the use of the technologies of the information and communication, social and citizenship competence, cultural and artistic competence, competence and attitudes to keep on learning autonomously throughout life and competence for the autonomy and personal initiative.

CONTENTS

- Telling and writing a short biography of a pop star.
- Revising the past simple.
- Vocabulary: musical terms and biographies.
- Using new technologies of information and communication.
- Filling in the gaps in or a text.
- Rearranging sentences to build a text.
- Matching pictures and words.
- Carrying out a final task as a treasure hunt activity.
- Showing respect to oral communicative situations.
- Active participation in group activities and works.
- Appreciation of English as a means to extend their knowledge of the world.

METHODOLOGY

This unit is structured following the Task-Based Approach. Students have to perform a task, in which they will put in practice what they have learnt through the previous unit and this one of revision. For this purpose, they will previously carry out a number of enabling tasks (practising the necessary tools for communication: past tenses and vocabulary related to music and the past), and communicative tasks (where they will apply the four skills). Then I will foster the elaboration of a Project, in this case a treasure hunt in which students can put in practise what they have learnt to fulfil a functional task.

EVALUATION CRITERIA

- To be able to produce a short sized speech or a composition giving a biography
- To be able to use the past tense with accuracy and correction in oral and written productions.
- To be able to extract information reading texts and material taken from the Internet, developing a critical attitude.
- To be able to recognize the importance of Anglo-Saxon modern music and

ACTIVITIES

ACTIVITY 1:

Reinforcement and extension activities on line. The teacher acts as an instructor: to start computers, go to his delicious page and then type of activities they have to do according to their levels. Once the pupils are in the correct website the teacher helps them with possible doubts. Correction on-line.

ACTIVITY 2:

Treasure hunt:

Task: Students will make a poster they will present briefly in class the following session: One or two photos and a short biography of the artist.

Process: Each group will choose an artist to investigate. Students will surf selected sites researching data: Description, where he/she was born and when, styles (pop, rock...) recordings and when they published them, awards and, well-known songs. The great question: Say three modern music styles and give examples of Spanish and American musicians in these styles.

Resources:

<http://www.allmusic.com>, <http://www.popstarsplus.com/music.htm>, <http://www.wordreference.com/>

ACTIVITY 3:

Presentation of the final task: The groups have to stick their posters on the wall and then they have to present in 5 /10 minutes the biography they have chosen and comment on their impressions about the influence of American music on Spanish music. Finally, each group will give a mark to all the posters except for their own one. The winner will be the group with the highest mark at the end.